

NATIONAL CONGRESS BULLETIN

OCTOBER 1944

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Monthly Memo TO: Local Presidents

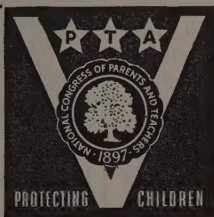
LAST month my page was filled before I had a chance to repeat what I said constantly last year: I want to hear from you; I want to know of your plans, your problems. It is impossible for me to visit all the 28,000 local associations of the National Congress or even the bigger cities in our states, where I could meet a number of groups, but we can always meet by means of the written word. Your comments, questions, and problems help us in preparing publications, in planning programs and conventions, and in telling the other organizations with whom we cooperate what we think about various subjects. Many of you have written me recently, and I am going to discuss here some of the questions you have asked.

Contributions to Other Organizations

—Many of you have told me of the requests that other organizations have made of you for gifts of money. You say that this problem is indeed a vexing one, for if you heed all these requests your association will become a money-making group for other organizations with little time for its own work.

The section in our *Manual* on "Ethics of Money Raising" gives sound advice on this matter. Parent-teacher funds are for parent-teacher needs. We keep our dues low so that anyone may join, but we have organization expenses that must be met and we are usually interested in some child welfare project of our own that needs to be financed. A budget for the year should be prepared taking into account the needs of our program in all its phases. If the dues will not cover what is needed, then one money-making occasion should be planned in cooperation with school authorities.

But if we have funds on hand and some other agency asks for a donation, what should be our answer? We know we cannot give to every worthy cause. We know that all interests are repre-



sented among our membership and that some will want to contribute to one cause and some to another. Let us therefore give our services and our money *as individuals* to those causes that interest us. At times our organization may work with other

groups, such as the Community Chest or the USO. Let us do our part in helping with their activities if we have the time without neglecting our own homes, but if we begin donating right and left there will be no end to the demands made upon us.

We do not ask for donations from others; we do work with others very often in soliciting funds for some community need—such as braces for crippled children, inoculations for those who cannot pay for them, school lunches for those without the necessary funds, and so on, but we plan these activities in advance and include them in our budget. We are one of the largest organizations in the country; we have a well-recognized program of our own. Let us always do our part, guided by our own principles but avoid at all costs the reputation of being "easy marks."

Councils—As we are growing in numbers and as our work is increasing in scope, many questions arise about the functioning of councils, their programs, membership, and so on. Our old saying, "Councils are for counsel," still holds good. Each association should be represented by its president and one or possibly two delegates. There should be representation from the school system and from the school board too. The programs should not duplicate the programs of local units but should include discussions of interest to all. Part of the year's program should be devoted to the training of local leaders of all sorts. Another very important part should deal with school problems, such as the need for new buildings, for a city-wide or county-wide recreation program, for health services, and so on. The budget

of the school board—what it includes and where the funds come from—can be explained. Educators can discuss new school programs or changes in the curriculum.

The council *does not legislate*. Most of its discussions are informative only, and when united action is desirable the local representatives take the matter back to their own associations for further discussion. When a majority of the associations favor a proposal, then action is undertaken. In all cases, however, the highlights of a council meeting should be reported to the local association.

A council meeting attended by hundreds of representatives becomes unwieldy—a mass meeting rather than an opportunity for counseling together. Therefore when a city or a county has a great number of associations in membership it is usually advisable to form several councils, but with some central organization that can represent every association in the area when united action is desirable. The *Manual* and the *Councils* pamphlet give sound advice and should be studied.

Need I remind you that *only Congress units* are eligible for membership in a council.

Education Week—Remember American Education Week, November 5-11. We are one of its sponsors, and each association should cooperate wholeheartedly.

Gwyneth A. Hastings!

President
National Congress of Parents and Teachers

TURN THE DIAL TO The Baxters

This National Congress radio program will be heard locally over your NBC station

Time—1:30 p.m., E.W.T.
Day—Saturdays



WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

Main Street Teen Towns

Many hundreds of Teen Towns, teenage canteens, and recreation centers for young people are now flourishing all over the United States under the sponsorship of parent-teacher associations. In many of these centers the boys and girls are also acquiring new skills and hobbies. At the Youth Canteen in Long Branch, New Jersey, which was carefully planned by the Monmouth County Council in cooperation with the USO and the A.A.U.W., Mrs. Michael A. Viracola writes that dancing classes are held every Tuesday afternoon and are very well attended by high school students. On Thursday afternoons, which are reserved for junior high school boys and girls, a volunteer hostess makes recordings of young voices and plays them back to the eager vocalists. Once a week, too, there is boxing instruction for boys, given by a popular recreational director. There is a class in contract bridge for the girls, and a thriving camera club is open to everyone.

Twice a month dances with real bands draw hundreds of young people from 7:45 to 11 p.m. "The Youth Canteen," Mrs. Viracola wrote in an article for a local newspaper, "is a decided success. Soft lights, soft drinks, laughter, and music are all there—and there, too, hundreds of our young people are finding a new social independence."

Schoolmen Are Also P.T.A. Men

We are always ready to say that we are proud of the 900,000 men in our organization and especially proud of those in the field of education who dedicate their all-too-few leisure hours to parent-teacher work. Consider, for example, I. T. Taylor, who is superintendent of schools in Jackson County, Texas, and vice-president of the eleventh P.T.A. district in his state. Not content with performing the many duties imposed on him by this dual role, Mr. Taylor is the editor of *The Council Oak*, a mimeographed paper for P.T.A. locals in Jackson and Colorado counties.

"You officers," Mr. Taylor writes in the September 1, 1944, issue, "are the leaders in the great parent-teacher movement in your respective communities and in the eleventh district. It is your duty to become trail blazers for the coming year. Find something to do for your local. Don't wait until someone has to tell you what to do and then have to be prodded out of your 'fox hole of indifference.'"

P. T. A. Leadership in Action

A project of unique interest that was made more effective by means of the radio has been reported by Mrs. Charles W. Wrightsman, radio chairman of the Kokomo, Indiana, P.T.A. Council. Last May, June, and July this council organized a series of twelve programs called "This Is Youth Speaking"—a title both accurate and apt since the purpose of the series was to give all local youth groups a chance to explain their activities and their importance to the community.

These weekly programs were not planned exclusively as radio broadcasts. They were presented before large audiences in the auditorium of the Kokomo High School by the young people themselves—with music by the high school choir and the Salvation Army band. However, one of the local P.T.A. radio chairmen was the business manager of station WKMO, and through his efforts complete broadcasting equipment was set up each week. Two engineers were provided, and the educational extension director of WKMO assisted in the preparation of the talks and dramatizations. Several groups used scripts furnished by our Radio Script Service.

Among the youth organizations represented were the Boy and Girl Scouts, the 4-H Clubs, the YMCA and YWCA, the Salvation Army, the Junior Auxiliary of the American Legion, and the B'nai Israel Temple. The programs were worked out by young people and adults together, and the emphasis in all of them was positive and constructive.

Here is a splendid illustration of P.T.A. leadership—leadership in the

This is a new department which will appear each month hereafter with news of particularly interesting projects in local P.T.A.'s, in councils, and in districts. Is your association doing something unusual that might be helpful or suggestive to other P.T.A. groups? Which of your projects are you especially proud of? Which ones have been most effective in remedying undesirable conditions in your community, in promoting worthy causes, in improving your meetings or adding to your membership rolls? Write us all about them, sending clippings or other illustrative material when possible. Address the National Congress Bulletin, 600 South Michigan Boulevard, Chicago 5, Illinois.

cause of a better understanding of young people, their efforts to solve their own problems and the problems of their fellow citizens. This kind of cooperation goes far beyond the interests of any single group; it is symbolic of the best and finest in civic participation.

Odd Job Project

The Georgia Congress of Parents and Teachers has developed in its local associations a unique service project. Of benefit to parents and young people alike, it is known by the accurate but resounding title of "The Parent-Teacher War Emergency Youth Project."

The local association appoints a committee to meet with young people of junior and senior high school age who are interested in doing odd jobs after school or in the evening. The committee becomes a sort of parent-teacher employment agency to register the names of members desiring service and boys and girls willing to give it—at rates of pay decided upon by the young people in advance.

The jobs include caring for children, mowing lawns, gardening, tending furnaces, sitting with old people, reading aloud to shut-ins, and hundreds of other types of home assistance.

Such a project enables P.T.A. members to continue their community activities in the face of an unparalleled shortage of responsible help. It also supplies high school boys and girls with easy and pleasant tasks for their leisure hours, utilizes and augments the training they have had in their own homes, and provides new experiences for them in the fascinating art of getting along with people.

Tin-Cannoneers

Tin can salvage is reported to be falling off. But this is not true in towns where P.T.A.'s are active. In Watertown, South Dakota, the children in the public and parochial schools bring the cans, properly prepared, to the schools and thereby join the Tin-Cannoneers. Sixty cans brought in for salvage earn a private's badge, and there are other quotas for higher ranks, both commissioned and noncommissioned. In a few months the fourth, fifth, and sixth grade pupils of the city's schools had turned in 90,000 tin cans!

INTRODUCING NEW NATIONAL CHAIRMEN

Cooperation with Colleges

Mrs. J. W. Bingham has held offices in the National, state, district, council, and local organizations of the P.T.A. and now heads the new committee on Cooperation with Colleges. She was formerly vice-president from Region VIII in the National Congress and in the California Congress has served as state vice-president (director of education). She has also been parent-teacher instructor in college courses.



After receiving her A.B. degree at Cornell, Mrs. Bingham did graduate work in law at Cornell and Stanford universities and received her teaching credentials from Hunter College in New York City. She has continued her interest in college activities as a member of the Cornell Women's Club, as president of the Delta Gamma sorority, and as chairman of the Panhellenic Council of Stanford University and delegate to the Panhellenic Congress. Mrs. Bingham is a member of several of the country's outstanding educational associations and has prepared numerous articles for educational and sorority publications.

Preschool Service

Mrs. Carl R. Brister, National chairman of the new committee on Preschool Service, has been active in the parent-teacher organization in the state of New York at local, council, district, and state levels. From 1938 to 1941 she served as president of the New York State Congress. In addition to her parent-teacher work, Mrs. Brister is active in local civic affairs, serves as vice-president of the Auburn Family Welfare Society, and is chairman of the Service Men's Club. She is a member of the executive committee of the Cayuga County Children's Home and is active in the Red Cross and Salvation Army work. Among her particular hobbies are reading, gardening, cooking, and her only grandchild, Barbara Ann, a "preschooler."



Health and Summer Round-Up of the Children

Martha Louise Clifford, M.D., is a public health physician and director of the Bureau of Child Hygiene of the Connecticut State Department of Health. She has served as consultant to the Connecticut state chairman of Health and the Summer Round-Up since 1936.



Dr. Clifford attended the universities of Colorado and Iowa and the Johns Hopkins School of Child Hygiene and Public Health and during 1935 and 1936 was assistant in the child hygiene department at the Harvard School of Public Health.

She is a member of the American Medical Association, the National Society for Research in Child Development, and the American Public Health Association—in which she is chairman of the Committee on Memberships and Fellowships, Maternal and Child Health Section.

Dr. Clifford has prepared articles for the *Connecticut Health Bulletin*, the *Connecticut State Medical Journal*, and the *American Journal of Public Health*.

School Lunch

Mrs. Paul H. Leonard, National chairman of the committee on School Lunch, is a social worker and former teacher with wide parent-teacher experience. Before serving a three-year term as president of the South Carolina Congress she was, respectively, first and sixth state vice-president and state publicity chairman. More recently she served on the National Board of Managers as vice-president from Region III.



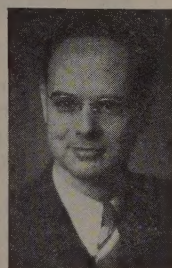
Mrs. Leonard has been prominent in social welfare activities for many years. She was director of the Crippled Children's Division of the South Carolina State Board of Health, chairman of the Junior Red Cross in her state, director of women's work for the Emergency Relief Administration, and executive secretary of the South Carolina Society for

Crippled Children. Mrs. Leonard was also a delegate to the National Nutrition Conference held in Washington, D. C.

During her term as National vice-president Mrs. Leonard also served the National Congress as chairman of the special committee on school lunch. While acting in that capacity, she attended many meetings and conferences devoted to discussion of the school lunch program.

Radio

Mr. H. B. McCarty, National Radio chairman, is a life member of the Wisconsin Congress of Parents and Teachers. He was awarded his life membership in recognition of his assistance in the radio work of the organization over a period of ten years.



He was educated at the University of Illinois and the University of Wisconsin, where he received an M.A. in speech. In 1935 the General Education Board granted him a fellowship for the purpose of studying educational broadcasting in Great Britain. He is now associate professor of radio education and director of station WHA at the University of Wisconsin. He has been on the faculty of the university for the past fifteen years.

Mr. McCarty has made many important contributions to the field of radio education in his state and in the nation. He is founder and director of the Wisconsin School of the Air and from 1942 to 1943 served as senior program supervisor of the Radio Outpost Division of the Office of War Information. He is a member of the Federal Radio Education Committee, past president (1935-37) of the National Association of Educational Broadcasters, and vice-president of the Association for Education by Radio.

DIAL IN ON THE BAXTERS

Saturdays—1:30 p. m., E. W. T.—
over NBC Network

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"All CHILDREN ARE *Our* CHILDREN"

THEME OF THE 1944 WARTIME CONFERENCE



MANY requests have been received for copies of the address that Mrs. William A. Hastings, National president, gave at the opening session of the Conference in New York. Her text interprets for readers of the *Bulletin*, especially for presidents of local units, the objectives of the National Congress in this time of war as well as in the postwar period.



What of Our Human Resources?

So it is time that we—the parents, the teachers, and the public generally—give serious thought to the welfare of our children. Few will deny that as a nation we have been wasteful of our material resources and that at times we have seemed equally wasteful of our human resources. We now preach conservation of fields, forests, mineral deposits, and other valuable gifts of nature. Happily, we are learning how to use them and yet conserve them.

But what of our human resources? Have we become as wise about children and youth as we are about our material resources? Are we as concerned about conserving talent that might be lost? Are we as interested in scientific research workers who might give great gifts to all, about creators of beauty, great thinkers, wise leaders, good citizens in all walks of life? We never know from what source our greatest human resources may be obtained.

It would seem, therefore, simple common sense to forget race, creed, and color and give each one of our young citizens the opportunity that we say he has as an inalienable right in this great land of ours. Much, of course, is being done for children and youth but not enough to give *all* children a chance to develop to the fullest extent of their capabilities. By our neglect the nation is the loser.

The Results We Hope To Get

We hope that out of our meeting may come a greater awareness of the importance of children and youth in our national life and of both their immediate and their long-time needs.

Perhaps some parents may be so aroused that they will accept the full responsibilities of parenthood. One of the tragedies of our time is the great number of delinquent parents who are not interested enough in their children to give them the care, protection, and guidance they need.

Children are the responsibility of the home first of all. Since the home is held

largely responsible for the misbehavior of youth, we must give more careful thought to the problems of homemakers today. In many homes the men are gone and the women are trying to be both mother and father. Often they are the breadwinners also. Women are taking the place of their men in the workaday world. They are also doing prodigious tasks in the way of war services and community activity.

Yet the fundamental work of the home remains. The family must be fed, clothed, kept well. The laundry must be taken care of. New knowledge pertaining to foods and nutrition must be obtained and used. The characters of children are being formed in the home.

Education in Homemaking Needed

We do little to prepare our young people to be homemakers. We do so little to help them understand the laws governing the growth and development of children and the essentials of happy family relationships that it is hardly surprising that some parents do not meet their obligations. If we add to this the fact that many families are living in strange surroundings under difficult conditions and are required constantly to make adjustments to new situations, we need not wonder that some fail.

There is literally a crying need for more and better preparation for family living as part of the education of all young people. There is need for recognition to be given the good homemaker for the essential services she is performing. No matter what changes come in our rapidly changing world we shall always need homes and homemakers. Let us, then, give them the homage and respect they deserve.

As we think of the homes of our land, we have to remember one thing. Many homes are operating under such poor conditions or in such bad environments that it is impossible for them to provide the basic decencies of life that should belong to all in this land of plenty.

(Continued on page 5)

As we, the representatives of the more than 3,000,000 members of the National Congress of Parents and Teachers, meet in New York for our forty-eighth annual conference, we realize fully the significance of these days. We know that we are meeting together during one of history's most crucial hours.

Purpose of the Meeting

It is a serious time, and we are here to consider seriously many important problems. We know that no group has any right to come together now unless it is deeply concerned with winning the war. But even this is not sufficient. We must also be deeply concerned about doing our job on the home front. We must produce weapons and food, give as much war service as we can, observe wartime restrictions, and conserve all needed materials.

In addition, we have a solemn duty to preserve the values that make up the American way of life; to fight enemies that appear in our midst at home, whatever their guise; to grant every individual his rights and to demand of him the accompanying responsibilities.

Above all, we who have voluntarily joined the National Congress of Parents and Teachers "to promote the welfare of children and youth in home, school, church, and community," must go about our business of discovering what is happening to children and youth today. We must find out how the war is affecting them, whether or not in our war activity we are forgetting that their needs are most urgent in a time of crisis and that it is very easy for them to become the chief casualties of war.

Children do not cease to grow while their elders are absorbed in other tasks. Consequently their education, their health, their emotions, the development of their character, and their attitudes cannot be left until a later day.

(Continued from page 4)

It is time we paid serious attention to city and rural community planning. Such planning should include wholesome recreational facilities, adequate health services, good schools, libraries and museums, guidance and counseling services, and opportunities for those who are unfortunate and need special care.

These things cost money. But wasted lives, crippling accidents, reform schools, and jails are also very expensive. It costs more to rehabilitate than to prevent or cure early in life. Remedial work will always be necessary, yet it can be greatly reduced by intelligent foresight.

Eliminate Blighted Areas

We should realize too that we usually consign certain of our citizens to the less desirable neighborhoods. Then we blame them when they become shiftless, dirty, and diseased. Germs know no barriers of race or class, and a diseased child of any race can spread disease to all others. Likewise ideas cannot be held in check by any artificial barriers. On the contrary, they spread as rapidly as disease. Accordingly, it is of major importance to each home to know what every other home is doing and thinking.

This idea can be carried forward in ever-widening circles. No one neighborhood or community can separate itself from others; neither can any one state. And by now we should have learned that what people think and do in other lands is also of vital importance to us.

Twice within the lifetime of many of us, events in places whose names we knew only vaguely or not at all have taken our youths from us and carried them to the battlefields of the world. Twice we have found it necessary to pour out our wealth in order to preserve our way of life against the attacks of those who would destroy it. It does indeed matter terribly to each of us what others think and what they do.

How Much Should Citizens Know About Their Schools?

In order to help our children develop as they should, we must also give much more careful consideration to our educational system. True, it is one of the best in the world. We have done more for all children educationally than has any other nation.

However, there are many tasks ahead that education must perform if there is to be peace in the world. To begin with, men and women must truly desire peace. They must be taught the causes of war.

They must learn to see clearly and objectively the point of view and needs of others as well as their own. They must understand their relation to other people and see how we may all work together for a peaceful world. Our schools must take a leading part in this effort.

Are we to have the sort of citizens we need—those who accept their responsibilities in their own locality first of all and then project them into wider areas?

Are we to build generations who love this land with a fierce possessiveness and for whom "America the Beautiful" is more than a song?

Are we to have adults who know the romantic history of this country—its traditions, its philosophy that puts the welfare of the individual in the place of first importance, its great leaders and pioneers in all fields of endeavor who are not afraid to travel unblazed trails in their thinking?

If we are to have these then there is great need for all citizens to become interested in their schools. They must know whether the schools are being given the support they need to do what we want them to do, whether it is possible to obtain teachers of a high caliber. They must know whether those responsible for the schools are preserving the basic values that have been passed on from generation to generation.

Home and School and Church Must Cooperate

They must know too whether our educators are broad-minded enough to introduce new thinking into their programs. Do they realize that we are living in the twentieth century, the airplane age, and that what was good enough and suitable enough fifty years ago may no longer be entirely adaptable to the present and the future?

If our children are to be educated for successful living in the better world for which we are fighting, homes and schools must work hand in hand, each supplementing the work of the other. The church must help too, for the things of the spirit are the only firm foundation on which to build a good life, both for individuals and for nations.

Lately we have witnessed in this country what seems to be a growing amount of racial discrimination and prejudice. The glory of our nation has been that

people of all races have contributed to its culture while sharing in its freedom.

When we repeat our pledge of "liberty and justice for all" we must mean just that or the words themselves are meaningless. This is one of the most perplexing and difficult problems we have to face on the home front. To help eradicate this malignant growth, home, school, and church must unite to teach the spirit of real democracy.

"All Children Are Our Children"

While we are exploring the needs of the children of our own land, we must not forget the children of other lands. The story of what has been happening to them in the past few years is a shame to civilization.

Hungry, ragged, dirty, diseased in mind and body, countless numbers of these children are trying to find refuge from advancing armies and from the bombs that fall from the skies. Their education is either neglected or they are being given an education that will warp them and make them a menace to the rest of the world.

Have we considered sufficiently that we cannot have peace in the future unless the peoples of the world have some common ideas and ideals and unless an economic system is evolved that makes it possible for them to live?

It is today's children of other countries who will be men and women when our own children and youth have moved into maturity. Will they do a better job of living together than we have done?

It is not altruism alone that prompts us to ponder this question. Rather, it is enlightened self-interest and love of our own children that should stir us to demand a world order that will ensure peace as far as it is possible to do so.

Some Problems We Cannot Ignore

This too may be costly. War is costly and peace may be even more so. But surely no cost is too high when it concerns the welfare of our children and the welfare of our nation. The time to begin the creation of some form of political unity among the United Nations is now while they have military unity. There must be some agency to act for all when the guns cease firing.

The problems to be faced are vast and complex. We hope that the first steps in the creation of some form of political association among the nations will be taken by our government at once. Delay may find us unprepared with our great opportunity gone.

(Continued on page 6)



Are you buying war bonds and stamps?

Is your kitchen contributing its share of fat?

(Continued from page 5)

There are other problems here and abroad about which we must be thinking while we are engaged in our daily tasks and concerned with intimate activities in our own homes. The young men now serving in the armed forces were our children. We shall still be responsible for them when they return.

The young people who left high school to go into the war industries are also our children. Will we forget them when their older brothers and sisters return? Or will we see to it that they have a chance to complete their education and get the training they need? Will there be jobs for our youth who are now too young to serve in the armed forces, or will we have another sad era when youth will find few opportunities?

There may be a difficult time while demobilization is going on and industry is reconverting to a peacetime basis, but these older youth are also our children. We cannot afford to ignore the problems they and we will have to face.

The Challenge of Our Theme

This, then, is our theme and in it lies our challenge: "All Children Are Our Children." Children of all ages from birth to maturity, of all races, of all countries; for the world has shrunk until we cannot and dare not think of ourselves alone. Postwar planning is going on now. The future is being shaped now. Are we helping to shape it?

It is youth who is our first line of defense all around the earth. We must build the defenses needed by youth later on. We may not be able to see just what the postwar world will be like. We know it will still be basically the same old world. Nevertheless it will be better or worse as we start it on new paths or let it travel in the old ways.

No one has the ability to measure the heights to which we may rise with intelligent planning and the wise use of all our resources—material and human.

We of this generation have a rather terrifying responsibility. We who are parents and teachers pledge ourselves to give the best we have in service to all children and youth. History will judge whether or not we shall have measured up to this pledge.

As members of the National Congress of Parents and Teachers may we truly believe that "All Children Are Our Children," that the physical, mental, emotional, and spiritual development of each child must be safeguarded if the future of our country is to be safe, and that we—in home, school, church, and community—must each do our part and work together with unlimited vision, strength, and courage.

PARENTS AND THE PRESCHOOL CHILD

A BOOKLET that will be of immediate interest to parent-teacher members who have children of preschool age. A guide for the study groups that are seeking a clear and intimate picture of the young child's world—his play, family life, health, social development, learning, emotional growth, and moral and spiritual awareness. Chapter titles are indicative of the wide range of subject matter treated:

Ours Is the Choice

The Young Mother Faces War

The Democratic Nursery

Keeping Them Well in Wartime

Why Have Fears?

Books—Guardians of Growth

Play Is Like This

Should Children Play at War?

The Moral Care of Children

Home Guidance in Spiritual Growth

Making Friends

We Are Almost Ready for School



25c a copy
76 pages

SPECIALISTS DIRECTING COURSES

Two specialists in child development and parent education are directing the new study courses in the *National Parent-Teacher*. They are:

Ethel Kawin, lecturer in education at the University of Chicago, director of guidance for the public schools of Glencoe, Ill., and former director of the preschool department, Illinois Institute for Juvenile Research.

Ralph Ojemann, associate professor of psychology and parent education at the Child Welfare Research Station, University of Iowa, and chairman of the committee on Parent Education of the National Congress.

Full information free upon request on these study courses

PUBLICITY THAT SECURED 4,400 *New Members*

THERE are almost as many good ideas for membership campaigns as there are P.T.A. units, but every now and then some particular device produces exceptionally good results. For example, the Hammond, Indiana, Council last year sponsored an unusually successful type of promotion that netted 4,400 new members.

In the month preceding membership week, printed circulars were distributed—one a week—to 5,000 prospective members. Each circular was printed on colored paper and illustrated with decorative drawings or a photograph, and each carried a different appeal.

The first bears the heading "School Time Is P.T.A. Time," followed by:

"Do you know that . . .

"1. The parent-teacher association is YOUR organization!

"2. It will help you know your school better!

"3. The P.T.A. will acquaint you with your child's teachers!

"4. It will bring you and your child closer to your school's programs and activities!

"5. The P.T.A. offers you the opportunity to become a better citizen in your community!

"6. It is a good place to get acquainted with your neighbors!"

Number two is headed *"Have you heard that . . .*

"1. The P.T.A. has a strong organization in your school?

"2. It has a similar organization in each of the eighteen public schools in Hammond that make up the Hammond Council of Parent-Teachers?

"3. There were over 4,500 men and women who were P.T.A. members in Hammond last year!

"4. The P.T.A. in your school functions under the guidance of the state and National Congress of Parents and Teachers?

"5. The National Congress of Parents and Teachers, through its 3,000,000 members, has become a powerful force in the building of public opinion throughout our nation?"

The appeal of number three is concern for the child. *"Of course you're interested in your children's welfare!*

• "Then it naturally follows that you should be working in the P.T.A. with the teachers and other parents of your school.

• "The diversified activities sponsored by the P.T.A. in its wartime emergency program need the willing cooperation of every parent.

• "The privilege of American citizenship demands acceptance of its responsibilities.

• "For your child do your part in the P.T.A.!"

Number four heralds membership week with the heading *"Now is the time . . .*

• "Governor Schricker has declared October 3-10 as P.T.A. Week in Indiana.

• "You will soon be given the opportunity to join the P.T.A., which means a chance to serve in the national war effort.

• "Be patriotic and sign up as a working member.

• "The P.T.A. needs you!"

YOUTH TALKS IT OVER

Youth seems to be talking it over throughout the country, to judge by the number of requests for this series of eight radio scripts that have come to our National Radio Script Service.

Written about the problems of high school boys and girls in their own language, each script is a cross section of adolescent life, as is evident in the list of titles.

- *Going Steady*
- *Courting*
- *It's the Little Things That Count*
- *Let's Form a Secret Society*
- *How Can I Become More Popular?*
- *How Late Is a Date?*
- *To Marry—or Not To Marry—While in High School*
- *After the War—Then What?*

Does your radio chairman know about *Youth Talks It Over*? Has the support of your local radio station been enlisted? Most station managers are willing to cooperate if good scripts are prepared and participants are available.

Many P.T.A.'s have had great success in using high school boys and girls for the various roles in the dramas. In most instances the high school dramatics coach accompanies the boys and girls to the radio station and works closely with the station personnel in producing the program.

Safety Hint: Now is the time to plan necessary pedestrian safety activities for the months ahead. These months bring the hazards of winter and less hours of daylight, which have always been contributing factors in increased pedestrian accidents.

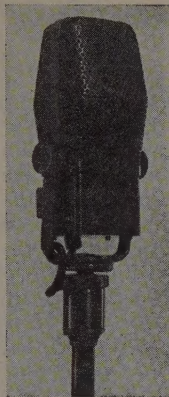
More Nurses Are Needed

P.T.A. members wishing to recommend the Cadet Nurse Corps to young women in their communities who have graduated from high school and have perhaps also taken some college work should suggest that they investigate schools of nursing in their state and elsewhere and select two or three in which they are interested. The U.S. Cadet Nurse Corps, Box 88, New York, New York, will be glad to give them information about the schools in which they are particularly interested.

DISCIPLINE

For Today's Children and Youth

Though directed primarily to teachers, *Discipline* is a book that can profitably be read by parents as well. It was written by George V. Shekiakov and Fritz Redl, both of whom have spent many years doing research in the field of adolescence. In Part I Mr. Shekiakov gives his readers a look at the whole problem of discipline from every angle, and in Part II Mr. Redl discusses discipline in the classroom, furnishing many specific examples by way of illustrating his theories. The book is published by the National Education Association, Department of Supervision and Curriculum Development, Washington, D. C. The price is 50 cents.



The Baxters

ARE ON
THE AIR

Listen in next
Saturday at 1:30
E. W. T. over
NBC station.

Our P.T.A. radio program, *The Baxters*, is well under way, and that lovable, unpredictable family is once more invading our hearts and homes. The present series began September 30. Since then we have seen the Baxters through several of those days of hectic and crucial activity that come to all of us—when everybody has a million things to do and succeeds in getting them done only by organized teamwork.

Then, too, we have suffered agonies of guilt and remorse with young Bud when his friend Horsey is injured in a traffic accident for which Bud thinks he is indirectly responsible. The episode ends happily, with both boys realizing that preventing accidents is just as important as giving first aid after they happen.

Bud and Janie Baxter are adolescents—normal children with all the enthusiasm and quick changes of mood of real boys and girls. Your own children will understand them, will want to make friends with them. Even if you have to wait until the football season is over, be sure that your youngsters and the Baxters get acquainted. By so doing you will be reinforcing your own wise training with one of the surest devices in adolescent psychology—the knowledge that other parents and other children are meeting the same problems and together working them out satisfactorily.

How About It?

Can Mrs. Hill, the president of the *National Parent-Teacher*, and the Board of Directors of the *Magazine*, all of whom are members of your National Board of Managers, look for at least one subscription from every P.T.A. by the first of next month? By this we mean every P.T.A. that isn't now on the subscription mailing list. If you know of any P.T.A. that isn't taking the *National Parent-Teacher*, won't you please help us to interest that P.T.A. in subscribing?

AMERICAN EDUCATION WEEK

November 5–11

This year marks the third consecutive wartime observance of American Education Week. "Education for New Tasks" has been chosen as the theme, to be emphasized from all points of view in the following daily topics:

- Sunday, November 5
Building World-Wide Brotherhood
- Monday, November 6
Winning the War
- Tuesday, November 7
Improving Schools for Tomorrow
- Wednesday, November 8
Developing an Enduring Peace
- Thursday, November 9
Preparing for the New Technology
- Friday, November 10
Educating All the People
- Saturday, November 11
Bettering Community Life

American Education Week is sponsored jointly by the National Education Association, the American Legion, the U.S. Office of Education, and the National Congress of Parents and Teachers.

The parent-teacher association may well take advantage of these topics in planning its own activities in behalf of American Education Week. First of all, however, P.T.A. members should become familiar with the general purposes of this program: to learn more about our public schools, to help to make each school a better school, and to understand the role that our schools play in the present and future life of the nation.

As for specific activities, they might consider group discussions on the daily topics listed above or on subjects of current local interest related to education and its place in the postwar period. Plans may be made to cooperate with school officials in preparing and carrying out special school programs to be presented during this week. A go-to-school P.T.A. program may be featured, and parents and other citizens may be encouraged to visit schools and attend some of the regular classes.

Joining with other civic organizations, the local association, through the service of its publicity committee, may assist in publicizing American Education Week by asking merchants to feature education and the schools in their advertising, by placing appropriate posters in store windows, and by enlisting the help of local radio stations.

Write to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., for further information and a comprehensive list of helpful materials, including radio scripts, posters, pamphlets, stickers, and many other items.

**LET YOUR CHAIRMEN
SEE THE BULLETIN!**

CONGRESS CONTACTS

Cooperation with national organizations whose programs are similar to those of the National Congress constantly increases the strength of the Congress and extends its fields of influence. Since February National officers and chairmen have represented the Congress at these important meetings:

- Meeting of the American Association of School Administrators: Mrs. Albert L. Gardner, National chairman, committee on Congress Publications.
- National Conference on State Educational Organization To Cooperate with the Federal Government: Howard V. Funk, National second vice-president.
- Conference of the American Country Life Association: Mrs. F. R. Kenison, chairman, State Presidents' Conference; and Dr. I. D. Weeks, National chairman, committee on Rural Service.
- Conference of the Child Study Association of America: Mrs. Nathaniel E. White, National chairman, committee on Character and Spiritual Education.
- Meeting of the American Academy of Political and Social Science: Mrs. J. W. Birmingham, National chairman, committee on Cooperation with Colleges.
- Meeting of the Cooperating Committee on School Lunches: Mrs. Paul H. Leonard, National chairman, committee on School Lunch.
- Rural-Urban Conference of the Associated Women of the American Farm Bureau Federation: Mrs. Paul H. Leonard.
- Meeting of the National OCD Youth Advisory Committee: National president represented by Mrs. Glen L. Swiggett, member of the Washington, D. C., legislation committee.
- Conference of the Motion Picture Bureau, OWI: National president represented by Mrs. Glen L. Swiggett.
- Meeting of the Children's Bureau Commission on Children in Wartime: Mrs. L. W. Hughes, National first vice-president.
- School Lunch Conference called by the American Home Economics Association: Mrs. Paul H. Leonard.
- Convention of the National Congress of Colored Parents and Teachers: Mrs. L. W. Hughes.
- Women's Conference on International Affairs: Howard V. Funk and Mrs. Paul H. Leonard.
- Planning Conference of the Joint Committee, American Medical Association and National Committee on Physical Fitness: Mrs. William A. Hastings, National president.
- Annual meeting of the American Federation of Teachers: Mrs. William A. Hastings.
- Meeting of the subcommittee on schools and colleges, National Committee on Physical Fitness: J. W. Faust, National treasurer.
- Annual meeting of the National Education Association: Mrs. William A. Hastings.
- Convention of the British Columbia Parent-Teacher Federation: Mrs. R. H. Jesse, National chairman, committee on International Relations.
- Annual convention of the Canadian National Federation of Home and School: Mrs. William A. Hastings.
- Fifteenth Institute for Education by Radio:

THE ANTI-INFLATION CAMPAIGN

Those of us who recall the soaring food prices during and after World War I realize that safeguards against inflation must not be dropped now. During the months of October, November, and December the OPA is asking women all over the nation to take part in the Grocer-Consumer Anti-Inflation Drive to see that ceiling prices on foods are posted and observed.

The aim of the drive is to get consumers to check selling prices with the ceiling price lists posted in grocery stores; to discuss overcharges with grocers in a friendly fashion; to report uncorrected overcharges to the local price panel; and to serve as volunteer price panel assistants.

How the P.T.A. Can Help

The OPA suggests that P.T.A. leaders get in touch with the community service panel of their local War Price and Rationing Board to see how the P.T.A. can best participate with other organizations to carry on an anti-inflation campaign. In addition, the meaning and importance of the drive should be explained at a meeting of the local association at which members may be urged to take special responsibility for checking ceiling prices for the period of one week. Special anti-inflation shopping-list blanks can be obtained from the local War Rationing Board.

Dr. Edgar Dale, National chairman, committee on Visual Education.

- Annual meeting of the American Home Economics Association: Mrs. George E. Calvert, National chairman, committee on Home and Family Life.
- White House Conference—How Women May Share in Postwar Policy-Making: Mrs. William A. Hastings and Mrs. L. W. Hughes.
- National Organization for Public Health Nursing—meeting of the School Nursing Section: Mrs. L. W. Hughes.
- International Youth Conference: Mrs. Albert L. Gardner.
- Institute of Professional Relations, University of Wisconsin: Mrs. William A. Hastings.
- Meeting of the Advisory Committee on Public Education for the Prevention of Venereal Diseases: Mrs. Bess N. Rosa, National chairman, committee on Social Hygiene.
- Conference of the International Council of Religious Education: Mrs. Nathaniel E. White.

THE ANSWERS

Q. We need more membership cards. Will the National Office fill our order for them?

A. P.T.A. membership cards are not sent to local associations from the National Office. They are sent to state congresses in bulk lots. Therefore, membership chairmen of local units should forward their requests to their state chairman of membership or to their state office.

Q. How can I get an extra copy of the *Safety Manual*?

A. The 1944 edition of the *Safety Manual* is distributed on a special allotment basis to state congresses in sufficient quantity to allow one copy for each local association, plus one for each local safety chairman who requests it from the National Office.

Q. Because of the wartime restrictions on traveling we were not able to attend the National Convention. Where can we get the record of the conferences?

A. Each year the National Congress publishes its annual *Proceedings*. This year's volume contains complete information on the New York convention including reports of workshops, National officers, National chairmen, and state presidents. Its price is \$1.00 and it will be available around December 15. Send your check or money order to the National Office, 600 South Michigan Boulevard, Chicago 5, Illinois.

Q. Our parent-teacher association would like to send a birthday gift for Founders Day. Is there a stipulated amount of money required?

A. No, there is no specified sum of money. But be sure to send your gift directly to your STATE TREASURER—not to the National Office.

Q. Where can I find some suggested plans for programs? As local program chairman I want to help the members of my committee, each one of whom is responsible for a monthly program.

A. The Congress pamphlet *Program Planning* and the *Manual*, both obtainable from your state office, are two very helpful sources for any program chairman. In the former you will find more than twenty-five pages of suggestions—programs on the problem of juvenile delinquency, on health, on safety, and so on. Cooperate with the other chairmen of your local association in getting ideas on each particular activity of your unit.

SAVE

THE

FAT